The influence of pre-service teachers education abroad experience in Choluteca, Honduras on internationalizing agricultural education curriculum

Honors Thesis

Presented in Partial Fulfillment of the Requirements for Undergraduate Graduation with Honors Research Distinction at the Ohio State University

By

Abigale M. Motter

Bachelor's of Science in Agriculture, Agriscience Education

The Ohio State University

2019

Thesis Committee

Dr. Tracy Kitchel, Advisor

Dr. Susie Whittington, Committee Member

1. Introduction

There is little known concerning how teachers internationalize agricultural education curriculum after participating in a global experience. Previous research has stated that agriculture teacher candidates displayed growth, gaining skills and knowledge towards becoming a global competent citizen following an education abroad experience in South Korea (Foster, 2014). However, this was a short-term experience with only pre-service educators and no follow-up on how their classroom curriculum content was initiated. Although we know an education abroad experience for pre-service teachers has professional and personal outcomes, I argue the process, if present, on a teacher's presentation of classroom curriculum is valuable to high school students who are part of an increasingly global world.

2. Literature Review

What is the problem?

The world is becoming increasingly globalized, especially within the agricultural industry. To be successful in today's world the ability to think globally and display cultural competency is crucial to career success. Agricultural educators prepare students to take careers within the agricultural industry, yet very few have been given the resources to deliver internationalized curriculum to students. As a result, students are missing a key component of agricultural education – understanding the complexities of global agriculture and its importance in today's society.

Internationalization of Curriculum – what does it mean and look like?

Preparing students for success in an agriculture classroom involves presenting internationalized curriculum. Pre-service teachers must receive formal instruction on international agriculture, or participate in a cultural competency building experience in order to internationalize curriculum within their own classrooms. International education consists of many components and includes a significant range of ideologies; however, there is much literature that is instrumental in developing it's meaning when preparing pre-service teachers. (Case, 1993; Haakenson, 1994; Merryfield, 1997; Roberts, 2000). Roberts (2003) summarizes: "International education implies the study of educational, sociopolitical, economic, and environmental endeavors by globally oriented individuals worldwide. It involves individuals participating in discourse that is sparked by the respectful study of relevant issues to the lives of people, yet ones in which participants retain autonomy and recognition for their particular country contexts and institutions" (p.

255). Stewart (2007) declares “to be successful global citizens, workers, and leaders, students will need to be knowledgeable about the world, be able to communicate in languages other than English, and be informed and active citizens” (p. 2). The need for an internationalized curriculum, however, acceptance of a standardized internationalized curriculum is not found across the United States. It is estimated by the year 2020, 65 percent of all jobs in the United States economy will require postsecondary education beyond high school (Carnevale, Smith, & Strohl, 2014, p.1). As students pursue postsecondary education, they will achieve careers that have global involvement, making the need for receiving internationalized curriculum in high school more important than ever. At the university level, Hayward notes: “…reaching consensus on what constitutes international content and how it should be measured has proven elusive” (2000, p. 1). Even if world knowledge is brought into a classroom, it often focuses on the superficial and stereotypical elements of a culture such as food, family, and festivals (Stewart). Instead of facts, an internationalized curriculum should apply critical-thinking skills when examining concepts, ultimately allowing factual information to be put into perspective and context (Stewart). The author advocates, “teaching students about the world is not a subject in itself, separate from other content areas, but should be an integral part of all subjects taught” (Stewart).

Internationalization of curriculum has been shown to start with the global competency of the instructor. Sharma, Phillion, and Malewski (2011) support the necessity of critical reflection for developing multicultural competencies in teacher

education students; claiming these competencies are crucial if teachers in U.S. schools are to successfully instruct diverse students.

Education Abroad – different types

In attempts to increase global awareness of college students, education abroad has increased in opportunity and popularity. Although the benefits of education abroad are well advertised, the rate of education majors choosing to engage in an abroad experience are low (Hayward, 2000). Murphrey, T. P., Lane, K., Harlin, J., & Cherry, A. L. (2016) suggest a large influence on pre-service educator's decision to engage is the perception of what they will miss while participating in the experience. For pre-service educators this could include "time away from family, missed job opportunities, and impact on academic program" (Murphrey, T.P., et. al., p. 24). In addition, few pre-service teachers are exposed to international content, and very few take foreign language courses (Haakenson, Savukova, & Mason, 1999; Merryfield, 1991; Sutton, 1999). Roberts states: "international experiences are especially crucial for teachers from homogeneous or mainstream culture backgrounds" (Roberts, 271). It is common within agricultural education to have homogeneous roots, and to teach homogenous students. According to the National FFA Organization, 11,000 Agricultural Educators teach more than 653,359 FFA members across the United States, Puerto Rico and U.S. Virgin Islands. FFA members are 41% white, and 40% undisclosed. The next highest race and ethnicity is Hispanic/Latino of any race, at 13%. In addition, 41% of students are male. It is to be expected from this background, agricultural educators themselves would possess similar demographics. In fact, the similar demographics continues into agriculture teacher

educators. Dyer& Myers (2004) summarized Swortzel (1996) by stating the majority of agricultural teacher educators are Caucasian males from traditional families, who grew up in small towns. These teacher educators are also mostly married, middle-aged, and teach at land grant universities. Although the demographics of agricultural educators continues to remain the same, the growing diversity of America's classroom continues to grow.

In a study focusing on the effects of agricultural educator demographics on classroom diversity, the researcher concluded in order to maintain and attract students to the program, teacher education needs to address the need of culturally responsive teaching (LaVergne, Jones, Larke, & Elbert, 2012). The researcher recommends local workshops, conferences, and other opportunities to engage in conversation about ways to teach in a culturally responsive manner. The author summarizes culturally responsive teaching as: "a process wherein educators use cultural knowledge, prior experiences, frames of reference, and performance styles of ethnically diverse students to foster more relevant and effective learning encounters (Gay, 2000)." Culturally responsive teachers have: "a big sociocultural awareness, hold affirming views of students of diverse backgrounds, see themselves as change agents, understand and embrace constructivist views of learning and teaching, and know the students in their classes (Gary, 2000)." Similarly, teachers should strive for global competency to meet the needs of diverse students, and educate students with an internationalized curriculum. Choosing to partake in education abroad may serve as an opportunity to gain global competencies, and encourage educators to internationalize their curriculum.

Implications of Service Learning in Teacher Education

Teachers who travelled to Costa Rica via a service learning experience developed a larger world perspective in addition to strengthening self-reflection and awareness skills (Roberts). As a result, it was suggested structure within international service experiences for university students increases learning outcomes. The importance of well-organized and structured programs, such as education abroad infused with critical reflection, is echoed by Sharma, Phillion, and Malewski (2011) as a method for developing multi-cultural competencies.

The service work completed during an education abroad has the ability to transform the lives of both the giver and recipient of service, especially when the trip is focused on education. According to World Bank, "education is truly one of the most powerful instruments for reducing poverty and inequality and it sets the foundation for sustained economic growth" (Patrinos, 2016). In a study focused on the needs of vocational school programs in Honduras, the outcomes showed the value of education in the country. According to the survey results collected in the study, "when asked about further educational goals the highest percentages of respondents believed that they will realistically reach the highest level of education possible and complete a program for a professional degree" (Baughman, 2016, 136). The impact of encouraging pre-service teachers to spend time engaged in service work abroad doesn't only bring good to those they serve, but also inspires future teachers to think differently about education. This value placed on education could be considered surprising since Honduras is one of the poorest and least developed countries in Latin America, with nearly two-thirds of Hondurans living in poverty (Baughman, 2016, 136). Although their educational system

does not set up children for academic success, “all students, regardless of wealth or current level of education, aspire to reach higher educational goals” (Baughman, 2016, 136). According to a study conducted on the needs of youth development organizations in Choluteca, Honduras, family-driven youth development programs should be implemented focusing on agricultural education, healthy living practices, cooking, and nutrition (Oberstadt, 2015, 109). This recommendation is based on the recorded low participation rates in such areas based on the students who were involved with the study. The positive effects of youth development organizations include: youth empowerment, healthy mentorships between youth and adults, and positive implications to the community (Oberstadt, 2015, 110). All of these benefits, as well as the informal education itself could potentially serve as opportunity to increase education retention as well as providing youth with the encouragement to pursue higher education. When we encourage and provide opportunities for pre-service educators to travel abroad, we enable them to bring agricultural education and youth development to countries, while simultaneously expanding their cultural intelligence.

How do these intersect? Who has done studies on these things?

(Foster, 2014) stated that agriculture teacher candidates displayed growth in gaining the “knowledge, skills and dispositions of a global competent citizen” following an education abroad experience in South Korea. Similarly, Conner and Roberts (2013), and Pence and MacGilivray (2006), found if teachers are not globally competent, they won’t prepare their students to be globally competent. An education abroad experience for pre-service teachers has professional and personal outcomes on students such as

increased confidence, and appreciation and respect for the differences of others and other cultures. Willard-Holt (2001) concluded teachers are less prone to prejudge students based on cultural background, linguistic difference, and learning disability after participating in a teaching experience abroad. In addition, these pre-service educators demonstrated a desire to become more globally aware, and instill this attitude in their own students afterwards.

3. Methods

The researcher sought to describe how teachers internationalize agricultural education curriculum after participating in a global experience. The researcher conducted a qualitative study, interviewing 10 current agricultural educators who attended a short-term international experience focused on community development in Choluteca, Honduras either as a pre-service agricultural educator, or current agricultural educator. The purpose of this constructivist study is to determine how teachers internationalize agricultural education curriculum after participating in a global experience. A constructivist approach was chosen for this study because of the open-ended central research question. The constructivist world view describes the perspectives, experiences, and meaning-making processes of an individual (Creswell, 2014). The researcher attempted to understand the setting of the participants by gathering information through interaction (Creswell, 2014). The central question guiding the study is: How do agriculture teachers internationalize their curriculum? The data were collected by voice recording participants during a semi-structured interview and transcribing, as well as taking field notes and collecting teaching documents related to international agriculture, if available. To analyze the collected data required the organization and preparation of all data. Next, all of the data was carefully read to gain a general awareness of the information, and the opportunity to reflect on the overall meaning. The researcher took notes of her general data as ideas began to take shape. Afterwards, the researcher began to code the data by chunking sections of similar information across participant's

interview answers and field notes. The research presented here represents a preliminary analysis of the data.

4. Findings

Theme 1: Teachers needed external motivation such as grades or professor persuasion to initially travel abroad. However, after their first trip, the motive for participants was to return abroad and to bring their students, an internal motive.

Theme 2: Teachers felt the effects of culture shock and many still struggle on their journey to cultural competency. Participants spoke of witnessing poverty and experiencing gratitude with their students. However, these teachers had difficulty incorporating international agriculture as full on curricular change, referring only to examples from their experience as one-time, stereotypical events in the classroom.

Theme 3: Many teachers had a difficult time elaborating and articulating the learning outcomes of their experience and specific examples of international agriculture in their classrooms, although all mentioned talking about their experience with students.

5. Conclusions & Recommendations

The findings support several notions in the literature such as Conner and Roberts (2013), and Pence and MacGilivray (2006), who found if teachers are not globally competent, they won't prepare their students to be globally competent. Willard-Holt (2001) concluded teachers are less prone to prejudge students based on cultural background, linguistic difference, and learning disability after participating in a teaching experience abroad. In addition, these pre-service educators demonstrated a desire to become more globally aware and instill this attitude in their own students afterwards. All educators had a desire to become more aware of international agriculture and use it in their classrooms, many of them didn't know how or where to start.

From the findings the researcher recommends further research on the implementation process of curricular change to incorporate internationalized perspectives, as well as the ability of agriculture teachers to internationalize curriculum after multiple exposures to other cultures. For many educators, they had rural backgrounds and limited travel experience, making their time abroad eye-opening and full of culture shock, perhaps after the shock has worn off they would be better able to focus on the agriculture industry surrounding them. Further research could also be conducted on the cultural competency of agricultural educators and the need for training to create global classroom environments as well as culturally responsive teaching.

6. Bibliography

Conner, N., & Roberts, T.G. (2013). Competencies and Experiences Needed by Pre–service Agricultural Educators to Teach Globalized Curricula: A Modified Delphi Study. Journal of Agricultural Education, 54(1), 8-17. doi: 10.5032/jae.2013.01008

Creswell, J. W. (2014). Research design: qualitative, quantitative, and mixed methods approaches. 4th ed. Thousand Oaks, California: SAGE Publications.

Foster, D. D., Rice, L. L. S., Foster, M. J., & Barrick, R. K. (2014). Preparing agricultural educators for the world: Describing global competency in agricultural teacher candidates. Journal of Agricultural Education, 55(1), 51-64. doi: 10.5032/jae.2014.01051

Murphrey, T. P., Lane, K., Harlin, J., & Cherry, A. L. (2016). An examination of pre-service agricultural science teachers' interest and participation in international experiences: Motivations and barriers. Journal of Agricultural Education, 57(1), 12-29. doi: 0.5032/jae.2016.01012

Pence, H.M., & MacGilivray, I.K. (2006). The impact of an international field experience on preservice teachers. Teaching and Teacher Education, 24. 14-25. doi:10.1016/j.tate.2007.01.003

Roberts, A. (2007). Global Dimensions of Schooling: Implications for Internationalizing Teacher Education. Teacher Education Quarterly, 34(1), 9-26. Retrieved from http://www.jstor.org/stable/23478849

Willard-Holt, C. (2001). The impact of a short-term international experience for preservice teachers. Teaching and Teacher Education, 17. 505-517.

Citation	Framework of Study	Summary	Suggestions for Further Study
Murphrey, T. P., Lane, K., Harlin, J., & Cherry, A. L. (2016). An Examination of Pre-service Agricultural Science Teachers' Interest and Participation in International Experiences: Motivations and Barriers. *Journal of Agricultural Education*, 57(1), 12-29. doi: 0.5032/jae.2016.01012	- Theory of planned behavior and motivation - MODE model on influence of motivation and opportunity - Keller model: attention, relevance, confidence, and satisfaction. - Mixed Methods, "sequential explanatory design": online survey to collect quantitative data, individual interviews to collect qualitative data. - Interview notes were compared to individual responses on the survey. - Student Teachers at Texas A&M, 31/39 completed the survey, 7 were interviewed. - Online survey = SPSS - 30 minute interviews - Reflection Log kept by researcher after each interview.	- What encourages/discourages participation? - Cost of international experience could impact participation. - Marketing experiences and benefits to students' families could help increase participation. - Students prefer international opportunities with the comforts of Western culture in developed countries. - There was openness to experiences in developing countries if they were safe, educational, and affordable. - Shorter length programs of 1-6 weeks would encourage participation. - Hands-on activities abroad would encourage	- Factors related to the impact an international experience could have on what and how an individual teaches once they become employed in a secondary school. - Best practices for enhancing international knowledge and understanding for youth in secondary schools.

Citation	Framework of Study	Summary	Suggestions for Further Study
	- Peer Debriefing after half of the interviews, and after all interviews. - Triangulation - Coding of participants - Survey and Interview questions reviewed by panel of experts.	participation, enhancing their studies. - Most motivation in a benefit for their own personal growth. - Having someone you know with you on the experience was preferred. - International experience specifically designed for ag science students as a group would be well received. - Program focus, safety concerns, language of country visiting, course credit, time away from family, impacts on academics, missed job opportunities all barriers.	
Foster, D. D., Rice, L. L. S., Foster, M. J., & Barrick, R. K. (2014). Preparing agricultural educators for the world: Describing global competency in agricultural teacher candidates. *Journal of Agricultural Education*, 55(1),	- Mezirow's transformational learning theory. Identifying the lens, learning life situation, guided reflection and discussion, challenge current lens.	- What is the impact of a course on an international subject, as well as importance of international experience? - Increase in right answers and rankings from pre to post	- The long-term impacts on students who participate in these experiences, including the impact on curriculum decisions and global involvement by teacher candidates

Citation	Framework of Study	Summary	Suggestions for Further Study
51-64. doi: 10.5032/jae.2014.01051	- 19 students from two land grant universities participated in a three-credit hour course in 10 weekly sessions, 10-day trip to Seoul, South Korea. - South Korea = secondary ag education, university prep program, similar classroom and FFK model, developed and similar economy. - Researcher developed instrument, 5 sections: 1. Knowledge questions, 2. Perceptions of Knowledge, 3. Perceptions of Skill, 4. Perceptions of Dispositions/Attitudes, 5. Demographic Questions. - 1. From Course text, 2-4 = 6 point Likert Scale - Questions reviewed by panel of experts, cognitive interview of the instrument with	questionnaires following class and abroad experience. - Providing transformational life experiences targeted for pre-service ag teachers with an opportunity for critical reflection could shift perspectives of candidates. - This could lead to more meaningful, engaged learning for all environments and backgrounds; increased empathy for students with varied backgrounds. - More globally prepared agricultural work force. - More likely to bring increased global competency to classroom. - Reinforces importance of international education programs. - Immediate gain in knowledge, skills, and	as they progress in their profession. - The impact on future secondary students taught from teachers who demonstrate global competency versus those who do not. - The development of an accepted teacher global competency definition and an instrument with which teacher global competency can be measured.

Citation	Framework of Study	Summary	Suggestions for Further Study
	like-population member was conducted for validity. - Three data collection points, before the class, after the class and prior to travel, after travel using SPSS.	dispositions considering global agriculture.	
Conner, N., & Roberts, T.G. (2013). Competencies and Experiences Needed by Pre–service Agricultural Educators to Teach Globalized Curricula: A Modified Delphi Study. *Journal of Agricultural Education*, 54(1), 8-17. doi: 10.5032/jae.2013.01008	- Cognitive constructivism and experiential learning. - Modified Delphi method. - Three rounds of data collection to solicit opinions of an expert panel. - To be on the panel the person must be a current teacher educator in ag ed - The person must have been involved in an international ag ed or extension project. - Formed using a snowball sampling method, 4 faculty were identified, they each were asked to identify 4-5 additional	- What competencies and experiences do pre-service agricultural education teachers need in order to teach globalized curricula? - If teachers aren't globally competent, they won't prepare their students to be globally competent. - Pre-service ag educators need 20 competencies and 2 experiences in order to teach a globalized curriculum at the high school level. - Competencies: ag production, economics, policy, and cultural. - Experiences: complete training on how to use	- To what extent are pre-service agricultural educators across the nation developing the identified global competencies and having the identified experiences during their teacher preparation program? - What method or methods can be implemented to effectively and efficiently develop these competencies and provide these experiences? - What is the student perception regarding the identified global competencies and experiences?

Citation	Framework of Study	Summary	Suggestions for Further Study
	educators. 17 invited, 13 from around the US participated. - Data was collected via online survey with Qualtrics. - Timing of emails was based on the Tailored Design Method. - Round 1 = open ended question, "what competencies…?" - Round 2 = 42 statement questionnaire based on findings from Round 1. Narrowed and refined competencies. - Round 3 = Dichotomous scale to indicate agree/disagree with comp.	a globalized curriculum (pedagogical development), and interact with people working in international ag (knowledge based on the experiences of others). - Didn't find "need" for personal international experience in pre-service teachers, or "need" to have cultural interaction with those different than themselves, inconsistent with other studies.	- Are some of the identified global competencies and experiences more importance than others for pre-service agricultural educators? - Do the identified global competences and experiences make the pre-service agricultural educators more effective at teaching a globalized curriculum than their peers that do not possess the same?
Pence, H.M., & MacGilivray, I.K. (2006). The impact of an international field experience on preservice teachers. *Teaching and Teacher Education*, 24. 14-25. doi:10.1016/j.tate.2007.01.003	- 15 teacher education students to Rome, Italy where they completed a 4-week practicum working in the classroom. - Based off of Willard-Holt study. - Before departure = one credit hour prep class	- What is the impact of an international field experience on preservice teachers? - Professional and personal changes: increased confidence, better appreciation and respect for differences of others and other	- Has a similar study been conducted with students who traveled to a developing country? - How pre-service teachers internalize cultural training. - How to design field experiences that are

Citation	Framework of Study	Summary	Suggestions for Further Study
	- Daily journals and reflections from the students. - Observation notes from faculty. - After trip – final reflection papers by the students, course evaluations. - 8 students met for a focus group discussions twice in the following year. - One year after the experience the preservice teachers completed questionnaires to assess lasting impact. - Constant Comparison & Analytic Induction, Theme Analysis. - Qualitative methods. - 5 categories of Responses: Preconceptions; Observations of the school: curriculum, culture, and students; Personal and Professional change;	cultures, awareness of the importance that feedback and reflection play in professional and personal growth.	authentic and have a deep impact. - Effects on pre-service ag teachers versus the elementary ed students in this study.

Citation	Framework of Study	Summary	Suggestions for Further Study
	Negative impact; Faculty support and feedback. - Used quotes from journals.		
Willard-Holt, C. (2001). The impact of a short-term international experience for preservice teachers. *Teaching and Teacher Education*, 17. 505-517.	- Qualitative approach, elementary preservice teachers' perceptions of the effects of weeklong international teaching experience in Mexico. - 22 pre-service teachers, majority non-Spanish speaking, traditional college students. - Prequestionnaire open-ended, after return could modify prequestionnaire – questions about travel, interactions with people of other cultures, expectations of education in Mexico. - Four months later questionnaire about impact of trip on their student teaching. - A year later 8 were interviewed to discover any lasting impact.	- What is the impact of a brief visit? - Great example of interview based research! - Bilingual private elementary school, students team taught lessons about American History/PA to these students then after returning back to PA taught about Mexico to local elementary schools. - Significant personal and professional changes as a result. - Surprise at having preconceptions shattered, experience of being in the minority. - Teachers less prone to prejudge students based on cultural background,	- The specific impacts of the Choluteca, Honduras program on current teachers and their classroom curriculum/practices.

Citation	Framework of Study	Summary	Suggestions for Further Study
	- Additional data: field notes from observations, informal interviews, and the preservice teachers' formal presentations to the community following the trip. - Questionnaires, plus interviews, plus informal data = triangulation. - Analytic induction and constant comparison.	linguistic difference, learning disability. - More patience, empathy, expand efforts to convey concepts to children who don't understand. - Desire to become more globally aware and to instill this attitude in their own students. - Wilson's potential benefits from cross-cultural experiences. - Realized commonalities with teachers, professional peers. - Short visit = more apt to go, benefits, opportunities to share.	
Conner, N.W. & Roberts, T.G. (2015). The cultural adaptation process during a short-term study abroad experience in Swaziland. *Journal of Agricultural Education*. 56(1), 155-171. doi: 10.5032/jae.2015.01155	- U Curve of Culture Shock - Dynamic Model of Culture Confusion - Model of Intercultural Sensitivity - Constructionism – individuals give meaning to reality	- Describe how undergrad students experience culture throughout a short-term study abroad program and its effects - Personal growth, increased interest in future experiences abroad, cultural	- Replication of the study with other countries/programs

Citation	Framework of Study	Summary	Suggestions for Further Study
	through interactions with the external world - Case study: Pre-travel questions, Post-experience reflection questions, and reflective journaling - Constant comparative method	learning, professional growth	
http://www.jae-online.org/index.php/back-issues/60-volume-37-number-2-1996/570-internationalization-of-extension-what-does-it-mean-	- Modified Delphi study	- Five critical elements were identified: (1) Clientele develop a fundamental understanding of global and national interdependence; (2) Extension educational programs within the U.S. stress the impact of international economic forces on agricultural markets; (3) Extension educators incorporate international perspectives into on-going activities; (4) Extension faculty/agents recognize the relationship between	

Citation	Framework of Study	Summary	Suggestions for Further Study
		basic international issues and the Extension mission; and (5) Personnel evaluation systems recognize international efforts.	
The Agricultural and Food Sector in the New Global Era "Internationalization of the post-secondary agriculture curriculum"	-	- "One can conclude that faculty members serve as the key to successful internationalization of the curriculum" - "2 factors stimulating faculty interest in internationalizing curriculum = overseas experience, capability in second language" - "The process of internationalizing a curriculum rests on creating a plan and strategy"	
http://www.jae-online.org/index.php/back-issues/77-volume-33-number-1-1992/739-secondary-agriculture-student-awareness-of-international-agriculture-and-factors-	- All students enrolled in secondary agriculture classes in Kansas; randomly selected population - Questionnaire about international ag knowledge	- High school international ag knowledge is limited - The longer a student is involved with high school ag ed, and SAE, the awareness of	- Efforts to teach about international ag should be accelerated - What specific international ag concepts should be taught

Citation	Framework of Study	Summary	Suggestions for Further Study
influencing-student-awareness-		international ag increases	
http://www.jae-online.org/attachments/article/633/Ibezim**,%20D%20&%20McCracken,%20J.D_Vol35_3_44-49.pdf**	- Random sample of ag teachers within the North Central Region. - Questionnaire: extent topics taught in classes, knowledge of international ag, participation in internationalization workshops/travel/cultural awareness, work related characteristics, demographic information	- Investigate the extent to which international agricultural dimensions were taught in secondary agricultural programs. - The implementation of internationalized curriculum will require teachers committed to making these changes	- Develop and test curriculum materials
ARTICLE Fall 2003 Roberts / A Broadened View of Citizenship Proposing a Broadened View of Citizenship: North American Teachers' Service in Rural Costa Rican Schools http://journals.sagepub.com.proxy.lib.ohio-state.edu/doi/pdf/10.1177/1028315303251398	- Teachers brought abroad	- Time abroad positively impacts students - Specifically, pre-service educators	- Long term effects

Citation	Framework of Study	Summary	Suggestions for Further Study
Global Dimensions of Schooling: Implications for Internationalizing Teacher Education, Amy Roberts http://www.jstor.org/stable/pdf/23478849.pdf?refreqid=excelsior:9359b224becc58b44f9bee9e9c7b74c4	- Qualitative interviews	- Teachers understand the necessity for internationalized curriculum but they don't know how to go about it	- How do we implement internationalization of curriculum?

2018B0262: The influence of pre-service teachers education abroad experience in Choluteca, Honduras on internationalizing secondary agricultural education curriculum

Study 2018B0262 - Identification

Title of Study*	The influence of pre-service teachers education abroad experience in Choluteca, Honduras on internationalizing secondary agricultural education curriculum
Principal Investigator*	Tracy Kitchel (kitchel.2)
Study Department*	ACEL (11180)
Department Signer	Lori Kaser (Signed: 06/10/2018)

Principal Investigator - Tracy Kitchel

Contact Information

Email: kitchel.2@osu.edu Phone: 6142926909

COI

✓ Completed (Expires: 06/30/2019)

Academic Information

Chair ACEL (11180) College of Food, Ag & Environ (11000)

Professor ACEL (11180) College of Food, Ag & Environ (11000)

PI Eligibility

✓ Eligible

Type of Research

Select the appropriate option below based on the type of review required for the research.

Exempt research: This option should be selected for research that involves human subjects that is not subject to regulations requiring IRB review and approval. Final determination is made by ORRP staff.

Expedited or full IRB-reviewed research: This option should be selected for review by the Biomedical Sciences, Behavioral and Social Sciences, or Cancer IRBs at Ohio State including research reviewed through either expedited or full board processes. This option should also be selected for any research which will be ceded to another non-Ohio State IRB, such as WIRB, NCI CIRB, or another external institution.

Don't know: This option should be selected if the investigator is uncertain whether the research is exempt or should be reviewed by an IRB.

What type of review is required for your project?*

□ Exempt research
■ Expedited or full IRB-reviewed research (includes WIRB, NCI CIRB and other external IRB review)
□ Don't know (screening questions to determine if exempt research)

Review Board

Research at Ohio State involving human subjects that requires Institutional Review Board (IRB) review is reviewed by one of three university IRBs or one of multiple external IRBs, including Western IRB (WIRB), National Cancer Institute Central IRB (CIRB), Ohio CTSA Consortium, and Nationwide Children's Hospital (NCH) IRB. Board assignments are made to ensure that proposed research receives appropriate scientific or scholarly review by individuals with the qualifications to determine that the rights and welfare of research participants are protected. Final board assignment is determined by ORRP.

Selection of one of the three Ohio State IRBs below will connect to the initial review of human subjects research.

Selection of one of the external (non-Ohio State) IRBs will connect to an external review application which provides the necessary information for ORRP staff to perform pre-screening of the application to determine that institutional requirements have been met (e.g., COI disclosure, education) and that the research meets the conditions necessary to be forwarded for external IRB review.

Select the board to review this research.*

- ■ Ohio State Behavioral and Social Sciences IRB
- □ Ohio State Biomedical Sciences IRB
- □ Ohio State Cancer IRB
- □ National Cancer Institute Central IRB (CIRB)
- □ Nationwide Children's Hospital IRB
- □ Western IRB (WIRB)
- □ Ohio CTSA Consortium
- □ Quorum IRB
- □ Other external IRB

Multi-site Study

Multisite research includes projects or studies that involve collaboration with sites or individuals external to Ohio State. The IRB must determine whether external sites or personnel need IRB approval in order to participate in study activities.

EXAMPLES OF MULTI-SITE RESEARCH:

- Ohio State is the lead institution of a group of sites participating in the same research project, where all sites are recruiting subjects and administering research interventions.
- An Ohio State investigator is participating in a research project, where another institution is the lead institution.
- Ohio State is the IRB of record for one or more other sites participating in a research project.

EXAMPLES OF NON-MULTI-SITE RESEARCH:

- An Ohio State investigator is conducting research at a local elementary school that involves recruiting participants and performing study interventions, where no school employees are engaged in the research.
- An Ohio State investigator and research staff interact with clients at a local pharmacy, and a letter of support from the pharmacy is in place.

Is this a multi-site study?*	□ Yes ■ No

Location of Research

Research to be conducted at locations other than approved performance sites may require a letter of support or another institution's approval if personnel are engaged. See OHRP Engagement Guidance or contact ORRP at irbagreements@osu.edu or 614-688-8457 for more information.

Ohio State Approved Research Sites

Ohio State Columbus Campus

Address 2120 Fyffe Road
Columbus, OH

Domestic Research Sites – Non-Ohio State Locations

Public Location of Participant's Preference

Address	
Research activities by	Ohio State personnel only
Using OSU as IRB of record	
Letter of support / IRB approval	Uploaded Files

No files have been uploaded.

International Research Sites

You have listed no international research sites.

Study Personnel

Enter all Ohio State study team members below. External collaborators will be entered on a different page. Study team members should only be listed in one category (i.e., PI, co-investigator, or key personnel).

Co-investigators and key personnel are defined as individuals who participate in the design, conduct, or reporting of human subjects research. At a minimum, include individuals who recruit participants, obtain consent, or who collect study data.

Additional contacts can also serve in another role on the project.

All individuals listed as Ohio State study team members will have access to all submitted information, including completion status of team members' administrative and training requirements (CITI, COI disclosure), and may edit submissions on behalf of the principal investigator.

Electronic signatures are required of all Ohio State investigators named on the submission.

Study Team

Co-Investigator - Abigale Motter

Contact Information	Academic Information
Email: motter.109@osu.edu Phone:	Student

COI

✓ Completed (Expires: 06/30/2019)

Activities Performed

Protocol development/study design; Recruitment; Assess participant eligibility; Obtain consent/parental permission/assent; Interview participants/administer surveys; Conduct follow-up visits; Data collection/entry/coding; Data analysis/interpretation; Reporting results; Manuscript preparation; Maintain regulatory documentation;

External Co-Investigators & Key Personnel

Enter the names of external collaborators who are engaged in the research. Only external personnel whose activities will be covered by an Ohio State IRB should be included.

"Engaged" individuals are those who intervene or interact with participants in the context of the research or who will obtain individually identifiable private information for research funded, supervised, or coordinated by Ohio State University. See OHRP Engagement Guidance or contact ORRP at irbagreements@osu.edu or 614-688-8457 for more information.

External Collaborators

You have listed no external collaborators.

Funding and Financial Conflicts

If the research is federally funded and involves a subcontract to or from another entity, an IRB Authorization Agreement may be required. Contact ORRP for more information.

Is the research funded or has funding been requested?*	□ Yes ■ No □ Pending
Is any support other than monetary (e.g., drugs, equipment, etc.) being provided for the study?*	□ Yes ■ No □ Pending

Provide a copy of the grant application or funding proposal.

Uploaded Files

No files have been uploaded.

Financial Conflict of Interest

All Ohio State investigators and key personnel must have a current COI disclosure (updated as necessary for the proposed research) before IRB review. Examples of financial interests that must be disclosed include (but are not limited to) consulting fees or honoraria; stocks, stock options or other ownership interests; and patents, copyrights and royalties from such rights. For more information, see Office of Research Compliance COI Overview and eCOI.

Please indicate if any Ohio State University investigator (including principal or co-investigator), key personnel, or their immediate family members has a financial conflict (including salary or other payments for services, equity interests, or intellectual property rights) that would reasonably appear to be affected by the research, or a financial interest in any entity whose financial interest would reasonably appear to be affected by the research.

Select 'none' if no financial conflicts exist.*

■ None
□ Tracy Kitchel
□ Abigale Motter

Conditions required for expedited IRB review

The Federal Regulations establish two main criteria for an expedited review:

a. The research may not involve more than "minimal risk." "Minimal risk" means that “the probability and magnitude of harm or discomfort anticipated in the research are not greater in and of themselves than those ordinarily encountered in daily life or during the performance of routine physical or psychological examinations or tests” (45 CFR 46.102(i) and 21 CFR 56.102(i)).
b. The entire research project must be consistent with one or more of the federally defined categories.

The expedited review procedure may not be used where identification of the participants and/or their responses would reasonably place them at risk of criminal or civil liability or be damaging to the participant's financial standing, employability, insurability, reputation, or be stigmatizing, unless reasonable and appropriate protections will be implemented so that risks related to invasion of privacy and breach of confidentiality are no greater than minimal.

The expedited review procedure may not be used for classified research involving human subjects.

Investigators are reminded that the standard requirements for informed consent (or its waiver, alteration, or exception) apply regardless of the type of review (i.e., expedited or convened) utilized by the IRB.

Protocols involving the collection, storage, and/or distribution of data and/or specimens for future research uses do not qualify for expedited IRB review. Convened review is required.

For more information regarding the expedited review procedures, see the Expedited Review Procedures policy.

Are you requesting **Expedited Review**?*

■ Yes □ No

Expedited Review Categories

Select the appropriate category(ies) for expedited review that describe the proposed research. Check all that apply. If the research meets the conditions for expedited review, the review of the protocol will be carried out by the IRB chairperson or by one or more experienced reviewers designated by the chairperson from among members of the IRB. See 45 CFR 46 and 21 CFR 56 for more information.

The categories in this list apply regardless of the age of the participants, except as noted.

Category #1

Category #1 may not be used with Ohio State Behavioral and Social Sciences IRB.

Category #2

Collection of blood samples by finger stick, heel stick, ear stick, or venipuncture as follows:

a. From healthy, non-pregnant adults who weigh at least 110 pounds. For these participants, the amounts drawn may not exceed 550 ml in an 8 week period and collection may not occur more frequently than 2 times per week.
b. From other adults and children (defined as persons who have not attained the legal age for consent to treatments or procedures involved in the research, under the applicable law of the jurisdiction in which the research will be conducted.45 CFR 46.402(a)), considering the age, weight, and health of the participants, the collection procedure, the amount of blood to be collected, and the frequency with which it will be collected. For these participants, the amount drawn may not exceed the lesser of 50 ml or 3 ml per kg in an 8 week period and collection may not occur more frequently than 2 times per week.

□ Apply for category #2

Category #3

Prospective collection of biological specimens for research purposes by non-invasive means.

a. Examples: (a) hair and nail clippings in a nondisfiguring manner; (b) deciduous teeth at time of exfoliation or if routine patient care indicates a need for extraction; (c) permanent teeth if routine patient care indicates a need for extraction; (d) excreta and external secretions (including sweat); (e) uncannulated saliva collected either in an unstimulated fashion or stimulated by chewing gumbase or wax or by applying a dilute citric solution to

the tongue; (f) placenta removed at delivery; (g) amniotic fluid obtained at the time of rupture of the membrane prior to or during labor; (h) supra- and subgingival dental plaque and calculus, provided the collection procedure is not more invasive than routine prophylactic scaling of the teeth and the process is accomplished in accordance with accepted prophylactic techniques; (i) mucosal and skin cells collected by buccal scraping or swab, skin swab, or mouth washings; (j) sputum collected after saline mist nebulization.

□ Apply for category #3

Category #4

Collection of data through noninvasive procedures (not involving general anesthesia or sedation) routinely employed in clinical practice, excluding procedures involving x-rays or microwaves. Where medical devices are employed, they must be cleared/approved for marketing. (Studies intended to evaluate the safety and effectiveness of the medical device are not generally eligible for expedited review, including studies of cleared medical devices for new indications.)

a. Examples: (a) physical sensors that are applied either to the surface of the body or at a distance and do not involve input of significant amounts of energy into the participant or an invasion of the participant's privacy; (b) weighing or testing sensory acuity; (c) magnetic resonance imaging; (d) electrocardiography, electroencephalography, thermography, detection of naturally occurring radioactivity, electroretinography, ultrasound, diagnostic infrared imaging, doppler blood flow, and echocardiography; (e) moderate exercise, muscular strength testing, body composition assessment, and flexibility testing where appropriate given the age, weight, and health of the individual.

□ Apply for category #4

Category #5

Research involving materials (data, documents, records, or specimens) that have been collected or will be collected solely for nonresearch purposes (such as medical treatment or diagnosis).

□ Apply for category #5

Category #6

Collection of data from voice, video, digital or image recordings made for research purposes.

■ Apply for category #6

Category #7

Research made on individual or group characteristics or behavior (including, but not limited to, research on perception, cognition, motivation, identity, language, communication, cultural beliefs or practices, and social behavior) or research employing survey, interview, oral history, focus group, program evaluation, human factors evaluation, or quality assurance methodologies.

■ Apply for category #7

Institutional Approvals

Check all that apply and provide applicable documentation.

■ No institutional approval

Comprehensive Cancer Center (CCC) Clinical Scientific Review Committee (CSRC)

Approval or exemption required prior to IRB review for all cancer-related research.

□ Comprehensive Cancer Center (CCC) Clinical Scientific Review Committee (CSRC)

Institutional Biosafety Committee (IBC)

Approval required prior to IRB review for research involving biohazards (recombinant DNA, infectious or select agents, viruses, toxins), gene transfer, or xenotransplantation.
Note: Laboratories processing clinical research samples (e.g., blood, serum, tissue, urine, feces, saliva, bile), must be registered with the IBC. As applicable, contact IBCinfo@osu.edu to confirm laboratory registration.

□ Institutional Biosafety Committee (IBC)

Summary, Background, and Objectives

Summarize the proposed research using **non-technical** language that can be readily understood by someone outside the discipline. **Use complete sentences (limit 300 words).***

The researcher seeks to determine how teachers internationalize agricultural education curriculum after participating in a global experience. The researcher will conduct a qualitative study, interviewing 10 current agricultural educators who attended a short-term international experience focused on community development in Choluteca, Honduras either as a pre-service agricultural educator, or current agricultural educator.

Summarize existing knowledge and previous work that support the expectation of obtaining useful results without undue risk to human subjects. **Use complete sentences (limit 300 words).***

A constructivist approach will be chosen for this study because of the open-ended central research question. The constructivist world view describes the perspectives, experiences, and meaning-making processes of an individual (Creswell, 2014). The researcher attempts to understand the setting of the participants by gathering information through interaction (Creswell, 2014). The intent of the researcher is to interpret the meanings created by individuals to create a theory or pattern of meeting (Creswell, 2014). There is very little known concerning how teachers internationalize agricultural education curriculum after participating in a global experience. Previous research has stated that agriculture teacher candidates displayed growth, gaining skills and knowledge towards becoming a global competent citizen following an education abroad experience in South Korea (Foster, 2014). However, this was a short-term experience with only pre-service educators and no follow-up on how their classroom curriculum content was initiated. Conner and Roberts (2013), and Pence and MacGilivray (2006), found if teachers are not globally competent, they won't prepare their students to be globally competent, but the translation of how an international experience enables teachers to present a globalized curriculum was not studied. Willard-Holt (2001) concluded teachers are less prone to prejudge students based on cultural background, linguistic difference, and learning disability after participating in a teaching experience abroad. In addition, these pre-service educators demonstrated a desire to become more globally aware and instill this attitude in their own students afterwards. Although we know an education abroad experience for pre-service teachers has professional and personal outcomes, I argue the process, if present, on a teacher's presentation of classroom curriculum is valuable to high school students who are part of an increasingly global world.

List the objectives and/or specific scientific or scholarly aims of the research study.*

The purpose of this constructivist study is to determine how teachers internationalize agricultural education curriculum after participating in a global experience. The central question guiding the study is: How do agriculture teachers internationalize their curriculum?

Upload research protocol*

Uploaded Files

Research Protocol - Clean Copy.docx

Uploaded by Abigale Motter on 07/22/2018

Research Protocol - Tracked Changes.docx

Uploaded by Abigale Motter on 07/22/2018

Research Methods & Activities

Use the boxes provided below to provide information on all interventions and activities that are to be performed in the research. Based on the selections chosen in the list of activities and components, completion of additional form pages may be necessary to provide required information for IRB review.

Identify and describe all interventions and interactions that are to be performed solely for the research study. Distinguish research (i.e., experimental) activities from non-research activities.*

The researcher will email potential participants in the study. Each participant that agrees through an informed consent process to take part in the study will answer a series of interview questions. These questions will relate to the agricultural educator's experience abroad, and outcomes on the internationalization of their curriculum, if any. In addition to the interview, each participant will be asked to submit a teaching document that demonstrates their ability to internationalize curriculum, if available. The researchers will also take field notes describing observations and points of notice made by the researcher during the interview.

Check all research activities and/or components that apply.*

■ Audio, video, digital, or image recordings
□ Biological sampling (other than blood)
□ Coordinating center
□ Data repositories (future unspecified use, including research databases)
□ Data, not publicly available
□ Data, publicly available

□ Deception
□ Diet, exercise, or sleep modifications
□ Focus groups
□ Food supplements
□ Genetic testing
□ Internet or e-mail data collection
□ Magnetic resonance imaging (MRI)
□ Materials that may be considered sensitive, offensive, threatening, or degrading
□ Non-invasive medical procedures (e.g., EKG, Doppler)
■ Observation of participants (including field notes)
□ Oral history (does not include dental or medical history)
□ Program Protocol (Umbrella Protocol)
□ Randomization
□ Record review (which may include PHI)
□ Specimen research
□ Storage of biological materials (future unspecified use, including repositories)
□ Surveys, questionnaires, or interviews (group)
■ Surveys, questionnaires, or interviews (one-on-one)
■ Other (Specify)

Specify the other activity*

Teaching Documents

Provide data collection forms, subject material, subject diaries, and/or other instruments, if applicable. Do not include case report forms for multi-site industry-initiated or cooperative group studies.

Uploaded Files

Data Log.docx

Uploaded by Abigale Motter on 06/24/2018

Key.docx

Uploaded by Abigale Motter on 06/24/2018

Provide surveys, questionnaires, if applicable.*

Uploaded Files

Interview Questions.docx

Uploaded by Abigale Motter on 06/04/2018

Provide subject information, such as

Uploaded Files

No files have been uploaded.

newsletters, instruction sheets, appointment reminder cards, drug/device information, if applicable.

Duration

Estimate the time required from each participant, including individual interactions, total time commitment, and long-term follow-up, if any. For studies with no subject time involvement, such as record review studies with a waiver of consent or observational studies, enter 'not applicable.'*

Each participant will spend 30 minutes in an interview with the researchers. Before the interviews take place the participant will have to indicate interest in partaking in the study by reading and responding to email. Following the interview the participants can expect minimal follow-up procedures possibly asking for clarification if needed, and being thanked for their efforts. The total follow-up time can be estimated as lasting approximately 15 minutes.

Number of Participants

The number of participants is defined as the number of individuals who agree to participate (i.e., those who provide consent or whose records are accessed, etc.) even if all do not prove to be eligible or complete the study. The total number of research participants may be increased only with prior IRB approval.

Provide the total number of participants (or number of participant records, specimens, etc.) for whom you are seeking Ohio State University approval.*

15 maximum (aiming for ten participants)

□ Unlimited participant numbers

Total number of participants* 15

Explain how this number was derived (e.g., statistical rationale, attrition rate, etc.).*

The Director of the Community Development Education Abroad Program to Choluteca, Honduras has record of pre-service teacher students who have attended the trip, and graduated with a degree in Agriscience Education. In addition, there is record of participants who went on the trip as a current agricultural educator. This comprehensive record of students and teachers in the field of agricultural education totals to 23 individuals. The researcher felt the goals and objectives of the study would best be met by interviewing 5 individuals who attended the trip as an undergraduate pre-service teacher and are currently teaching agricultural education, and 5 individuals who attended the trip as a current agricultural educator who is still teaching. From the list of 23, ideally 10 individuals would be used, each with different backgrounds and demographics. However, the availability of educators is unknown, having 15 as the estimated number of participants gives the researcher a better chance of finding 10 individuals for the study.

Participant Population

Specify the age(s) of the individuals who may be included in the research:*

21-50

Specify the participant population(s). Check all participant groups that apply.*

■ Adults
□ Adults with decisional impairment
□ Children
□ Neonates (uncertain viability/nonviable)
□ Non-English speaking
□ Pregnant women/fetuses – only if pregnant women will be intentionally recruited and/or studied.
□ Prisoners
□ Student research pools (e.g., psychology, linguistics)
□ Unknown (e.g., research using secondary data/specimens, non-targeted surveys, program protocols)

Describe the characteristics of the proposed participants, and explain how the nature of the research requires/justifies their inclusion.*

These individuals are agricultural educators in the state of Ohio who graduated from The Ohio State University. Each participant has traveled to Choluteca, Honduras through an Ohio State education abroad program as an undergraduate pre-service teacher, or as a

current agricultural educator. Both groups are still currently teaching. The participants will be interviewed as part of the qualitative research to achieve the objectives of the study.

Will any participants be excluded based on age, gender, race/ethnicity, pregnancy status, language, education, or financial status?*

□ Yes ■ No

Are any of the participants likely to be vulnerable to coercion or undue influence?*

□ Yes ■ No

Participant Identification, Recruitment and Selection

Participant Identification

Provide evidence that you will be able to recruit the necessary number of participants to complete the study.*

The department of Agricultural Communication, Education, and Leadership has a strong alumni partnership. As the researcher is focusing on the Choluteca, Honduras education abroad program, and academic major of agricultural education, that are both housed in this department, there will be a large number interest and availability of alumni.

Describe how potential participants will be identified (e.g., advertising, individuals known to the investigators, record review). Explain how the investigator(s) will gain access to this population, as applicable.*

The potential participants will be identified from a record of previous participants to the Choluteca, Honduras education abroad trip. The investigators will gain access to this population by asking the Resident Director of the education abroad program for the list of previous attendees, both undergraduate students studying Agriscience Education, and individuals who attended the trip as a current agricultural educator.

Participant Recruitment and Selection

Select investigator(s) and/or key personnel who will recruit participants or identify records and/or specimens.*

□ Tracy Kitchel
■ Abigale Motter

Describe the process that will be used to determine participant eligibility.*

Participants are eligible if they attended the Choluteca, Honduras education abroad program through the Department of Agricultural Communication, Education, and Leadership. The participants must also have graduated from The Ohio State University with a degree in Agriscience Education and be currently teaching agricultural education in an Ohio high school.

Describe the recruitment process, including the setting in which recruitment will take place. Enter 'not applicable' if the research involves only record review and no participant interaction.*

The recruitment process will begin with an email sent to 10 eligible participants, 5 who attended the Choluteca, Honduras education abroad program as a pre-service agricultural educator, and 5 who attended the program as a current agricultural educator. The researcher will intentionally pick 10 demographically different individuals as the first choice of potential participants. The researcher will give a week long opportunity for emailed individuals to respond with indicated interest, or decline of participation. If necessary more individuals will be emailed to reach the desired goal of 10 participants. Once individuals have shown interest in participation, the researcher will establish an interview date and time for the interested participant. At the interview each participant will have further opportunity to be informed of the interview procedure, the objectives of the study, and receive informed consent.

Explain how the recruitment process respects potential participants' privacy.*

The recruitment process will only involve emails sent from Ohio State University email services. All correspondence will be maintained on a password protected computer.

Provide copies of proposed recruitment materials (e.g., ads, fliers, website postings, and recruitment letters).

Uploaded Files

Recruitment Email.docx

Uploaded by Abigale Motter on 06/24/2018

Provide copies of consent materials used during the recruitment process (e.g., oral/written scripts).

Uploaded Files

Consent Form - Tracked Changes.docx

Uploaded by Abigale Motter on 07/22/2018

Consent Form - Clean Copy.docx

Uploaded by Abigale Motter on 07/22/2018

Consent Form - Clean Copy Version 2.docx

Uploaded by Abigale Motter on 08/08/2018

Consent Form - Tracked Changes Version 2.docx

Uploaded by Abigale Motter on 08/08/2018

Incentives to Participate

For more information regarding incentives for participation, see the ORRP policy, Recruiting Methods, Recruiting Materials, and Participant Compensation.

Will participants receive compensation or other incentives (e.g., free services, cash payments, gift certificates, classroom credit) to participate in the research study?*

□ Yes ■ No

Alternatives to Study Participation

Other than choosing not to participate, are there any alternatives to participating in the research?*

□ Yes ■ No

Informed Consent Process

Indicate the consent process(es) to be used in the study. Check all that apply.*

- ■ Informed Consent - Form
- □ Informed Consent - Verbal Script/Online
- □ Informed Consent – Addendum
- □ Alteration of Consent Process
- □ Alteration of Parental Permission
- □ Assent - Form
- □ Debriefing Script
- □ Assent - Verbal Script/Online
- □ Parental Permission - Form
- □ Parental Permission - Verbal Script/Online
- □ Translated Consent/Assent - Form(s)
- □ Waiver of Assent
- □ Waiver of Consent Process
- □ Waiver of Consent Documentation
- □ Waiver of Parental Permission
- □ Waiver of Parental Permission Documentation

Provide copies of all documents, as applicable.*

Uploaded Files

Consent Form - Tracked Changes.docx
Uploaded by Abigale Motter on 07/22/2018

Consent Form - Clean Copy.docx
Uploaded by Abigale Motter on 07/22/2018

Consent Form - Clean Copy Version 2.docx
Uploaded by Abigale Motter on 08/08/2018

Consent Form - Tracked Changes Version 2.docx
Uploaded by Abigale Motter on 08/08/2018

Select the investigator(s) and/or key personnel who will obtain consent from participants or their legally authorized representatives.*

- □ None
- □ Tracy Kitchel
- ■ Abigale Motter

Who will provide consent or permission (i.e., participant, legally authorized representative, parent and/or guardian)?*

Participant

□ Not Applicable

Describe the consent process. Explain when and where consent will be obtained and how subjects and/or their legally authorized representatives will be provided sufficient opportunity (e.g., waiting period, if any) to consider participation.*

The subjects will be asked via email invitation to be a part of the study. Before each participant is interviewed, the researcher will thoroughly explain the consent document. The participant will have ample time to read and sign the consent document, to ensure they have sufficient opportunity to consider participation. The researcher will inform the participant the procedure for the interviews. In addition, the researcher will make sure each participant understands if they feel uncomfortable with any of the questions presented, the interview can be stopped at any time.

□ Not Applicable

Explain how the possibility of coercion or undue influence will be minimized in the consent process.*

The participant will have the opportunity to stop interviewing at any time if they feel uncomfortable.

□ Not Applicable

Will any other tools (e.g., quizzes, visual aids, information sheets) be used during the consent process to assist participant comprehension?*

□ Yes ■ No

Will any other consent forms be used (e.g., for clinical procedures such as MRI, surgery, etc.)?*

□ Yes ■ No

Privacy of Participants

Describe the provisions to protect the privacy interests of the participants.*

The researcher will recruit participants for the study, and only correspond with participants through email, using an Ohio State University email account. The researcher will maintain confidentiality by using a password protected computer through all parts of the research process. Each participant will be assigned a pseudonym that will be used in coding, analyzing, and presentation of the data.

Does the research require access to personally identifiable, private information?*

■ Yes □ No

Describe the personally identifiable private information involved in the research. List the information source(s) (e.g., educational records, surveys, medical records, etc.).*

The research requires access to participants' names and emails for recruitment as sourced from the public Ohio Agricultural Educator Directory. Names will be collected in the consent document, and names will be said in the interview recordings and transcripts, field notes, and teaching documents before the names are coded with the pseudonym as located on the key document.

Confidentiality of Data

Explain how information is handled, including storage, security measures (as necessary), and who will have access to the information. Include both electronic and hard copy records.*

Information will be gathered only through Ohio State University email accounts, a password protected audio recording device, and kept confidential on a password protected computer. Access to the information, both electronic and hard copy records, will be limited to the researchers. The information will be stored in the Lead Researcher's locked office on campus of The Ohio State University. The research data will be maintained for a minimum of 5 years after project closeout to comply with the University's Research Data Policy. This includes audio recordings, transcripts and other materials that contain private information. The interviews will be transcribed with a pseudonym code taking place of the participant's name. Interviews will be coded, there will be a key that will be used that will connect participant name with code/pseudonym, stored separately from the audio and transcripts and kept in the co-researcher's locked office on The Ohio State University's Campus.

Explain if any personal or sensitive information that could be potentially damaging to participants (e.g., relating to illegal behaviors, alcohol or drug use, sexual attitudes, mental

health, etc.) will be collected.*

■ Not Applicable

Explain any circumstances (ethical or legal) where it would be necessary to break confidentiality.*

■ Not Applicable

Indicate what will happen to identifiable data at the end of the study*

□ Identifiable data will not be collected
□ Identifiers will be permanently removed from the data and destroyed (resulting in de-identified data)
■ Identifiable/coded(linked) data will be retained and stored confidentially (as appropriate)
□ Identifiable data will be retained and may be made public with participant consent (e.g., ethnographic research)

Certificate of Confidentiality

If your study is not NIH-funded, will you be requesting a Certificate of Confidentiality from the NIH?

□ Yes ■ No

HIPAA Research Authorization

PHI is health information that is individually identifiable and created or held by a covered entity. Health information is considered individually identifiable when it contains one or more of the 18 HIPAA identifiers or when there is a reasonable basis to believe the information can be used to identify an individual.

For more information, see 45 CFR Parts 160 and 164 or Protecting Personal Health Information in Research: Understanding the HIPAA Privacy Rule.

Authorization: although similar to informed consent, an authorization focuses on privacy risks and permission to specifically use or disclose PHI.

Partial waiver of HIPAA authorization: permits access to and use of PHI for recruitment purposes, prior to obtaining authorization. Specifically, it allows for the identification and, as appropriate, contact of potential participants to determine their interest in study participation. Note: A partial waiver does not permit retention or other use of the information beyond its original purpose.

Full waiver of HIPAA authorization: waives the requirement to obtain an individual's authorization for the use of PHI for a particular research project (such as a retrospective chart review), or for a specific portion/population of the research (such as a waiver that applies only to review of health records of patients previously treated that are used as controls).

Alteration of HIPAA authorization: allows a change in certain authorization requirements, while still requiring authorization for the use of PHI. Examples include making an exception to the required language in an authorization form or eliminating the requirement to obtain a signed authorization (e.g., authorization provided over the phone).

This information below is un-editable and can only be revised with the submission of an amendment after approval or withdrawal of the continuing review submission.

For more information, please see http://orrp.osu.edu/irb/irbforms/hipaa/.

Is individually identifiable Protected Health Information (PHI) subject to the HIPAA Privacy Rule requirements to be accessed, used, or disclosed in the research study?*

□ Yes ■ No

Reasonably Anticipated Benefits

List the potential benefits that participants may expect as a result of this research study. State if there are no direct benefits to individual participants.*

Potential benefits include the increased articulation of outcomes achieved through an education abroad experience, reflection over the experience, and improved incorporation of international content in the participant's agricultural education classroom.

List the potential benefits that society and/or others may expect as a result of this research study.*

Agricultural educators will have increased understanding of how international experiences can play a role in developing internationalized curriculum for their students.

Risks, Harms & Discomforts

Describe all reasonably expected risks, harms, and/or discomforts that may apply to the research. Discuss severity and likelihood of occurrence. As applicable, include potential risks to an embryo or fetus if a woman is or may become pregnant.*

The research poses minimal risk. Agricultural educators private information and teaching practices may be released in a breach of confidentiality.

Describe how risks, harms, and/or discomforts will be minimized.*

The research poses minimal risk. Agricultural educators private information and teaching practices may be released in a breach of confidentiality. Proactive measures such as password protected devices, assigned pseudonyms, and all information being stored in a locked office with access only to the researchers will help avoid a breach of confidentiality. The key will be code/pseudonym code will be kept in a separate locked and secure location from the coded information.

Assessment of Risks & Benefits

Discuss how risks to participants are reasonable when compared to the anticipated benefits to participants (if any) and the importance of the knowledge that may reasonably be expected to result.*

The research poses minimal risk. Agricultural educator's private information and teaching practices may be released in a breach of confidentiality. Proactive measures such as password protected devices, assigned pseudonyms, and all information being stored in a locked office with access only to the researchers will help avoid a breach of confidentiality. The key will be code/pseudonym code will be kept in a separate locked and secure location from the coded information. There are many anticipated benefits such as a better understanding of the role education abroad can play in the development of internationalized curriculum for agricultural educators.

Monitoring

Does the research involve greater than minimal risk (i.e., are the harms or discomforts described for the study beyond what is ordinarily encountered in daily life or during the performance of routine physical or psychological tests)?*

□ Yes ■ No

Participant Costs/Reimbursements

Are there any additional costs that may result from study participation (e.g., parking, study drugs, diagnostic tests, etc.)?*

□ Yes ■ No

Uploaded Files Review

To access or upload a file, click on a page below.

Domestic Site Documentation

Public Location of Participant's Preference

No documents have been added to Public Location of Participant's Preference for review.

International Site Documentation

No documents have been added for review.

Grant Applications

No documents have been added for review.

Research Protocol

Research Protocol - Clean Copy.docx	07/22/2018
Research Protocol - Tracked Changes.docx	07/22/2018

Data collection forms and/or other instruments

Data Log.docx	06/24/2018
Key.docx	06/24/2018

Subject Information

No documents have been added for review.

Surveys and/or questionnaires

Interview Questions.docx	06/04/2018

Recruitment materials (e.g., ads, fliers, website postings, and letters)

Recruitment Email.docx	06/24/2018

Consent Process

Consent Form - Tracked Changes.docx	07/22/2018
Consent Form - Clean Copy.docx	07/22/2018
Consent Form - Clean Copy Version 2.docx	08/08/2018
Consent Form - Tracked Changes Version 2.docx	08/08/2018

Other Files

Cover Letter - IRB Modifications.docx	07/22/2018
Cover Letter - IRB Modifications Version 2.docx	08/08/2018

Other Files/Comments

This page should be used to provide ORRP or the IRB with additional information related to the current submission.

The general comments text area can be used to provide clarification to ORRP staff or the IRB members.

The general upload box below should be used to upload any additional documents necessary for this submission that were not already captured previously in the form. Examples of documents which may be uploaded include the detailed cover letter response for modifications or deferrals, IRB approvals for external sites at the time of continuing review, or a memo to IRB reviewers from the investigator.

Uploaded Files

Cover Letter - IRB Modifications.docx

Uploaded by Abigale Motter on 07/22/2018

Cover Letter - IRB Modifications Version 2.docx

Uploaded by Abigale Motter on 08/08/2018

Additional comments for this submission.

Poster Abstract
Abby Motter

There is very little known concerning how teachers internationalize agricultural education curriculum after participating in a global experience. Previous research has stated that agriculture teacher candidates displayed growth, gaining skills and knowledge towards becoming a global competent citizen following an education abroad experience in South Korea (Foster, 2014). However, this was a short-term experience with only pre-service educators and no follow-up on how their classroom curriculum content was initiated. Although we know an education abroad experience for pre-service teachers has professional and personal outcomes, I argue the process, if present, on a teacher's presentation of classroom curriculum is valuable to high school students who are part of an increasingly global world.

The researcher seeks to determine how teachers internationalize agricultural education curriculum after participating in a global experience. The researcher conducted a qualitative study, interviewing 10 current agricultural educators who attended a short-term international experience focused on community development in Choluteca, Honduras either as a pre-service agricultural educator, or current agricultural educator. The purpose of this constructivist study is to determine how teachers internationalize agricultural education curriculum after participating in a global experience. The central question guiding the study is: How do agriculture teachers internationalize their curriculum? The data was collected by voice recording participants and transcribing, as well as taking field notes and collecting teaching documents related to international agriculture, if available. Based on the transcripts the researcher formulated themes.

One of the three main themes showed the researcher that participants in the study needed external motivation such as grades or professor persuasion to initially travel abroad. However, after their first trip, the motive for participants was to return abroad and to bring their students, an internal motive. Another theme revealed in the data was the effects of culture shock on teachers, many still struggle on their journey to culturally competency and spoke of witnessing poverty and experiencing gratitude with their students. However, these teachers had difficulty incorporating international agriculture as full on curricular change, referring only to examples from their experience as one-time, stereotypical events in the classroom. Lastly, many teachers had a difficult time elaborating and articulating the learning outcomes of their experience and specific examples of international agriculture in their classrooms, although all mentioned talking about their experience with students. The findings support several notions in the literature such as Conner and Roberts (2013), and Pence and MacGilivray (2006), who found if teachers are not globally competent, they won't prepare their students to be globally competent. Willard-Holt (2001) concluded teachers are less prone to prejudge students based on cultural background, linguistic difference, and learning disability after participating in a teaching experience abroad. In addition, these pre-service educators demonstrated a desire to become more globally aware and instill this attitude in their own students afterwards. All educators had a desire to become more aware of international agriculture and use it in their classrooms, a lot of them didn't know how or where to start.

From the findings I recommend further research on the implementation process of curricular change to incorporate internationalized perspectives, as well as the ability of agriscience educators to internationalize curriculum after multiple exposures to other cultures. For many

educators, they had rural backgrounds and limited travel experience, making their time abroad eye-opening and full of culture shock, perhaps after the shock has worn off they would be better able to focus on the agriculture industry surrounding them. Further research could also be conducted on the cultural competency of agricultural educators and the need for training to create global classroom environments.

CFAES

Department of Agricultural Communication, Education, and Leadership

The influence of pre-service teachers education abroad experience in Choluteca, Honduras on internationalizing agricultural education curriculum

Abby Motter, Dr. Tracy Kitchel

INTRODUCTION

There is little known concerning how teachers internationalize agricultural education curriculum after participating in a global experience. Previous research has stated that agriculture teacher candidates displayed growth, gaining skills and knowledge towards becoming a global competent citizen following an education abroad experience in South Korea (Foster, 2014). However, this was a short-term experience with only pre-service educators and no follow-up on how their classroom curriculum content was initiated. Although we know an education abroad experience for pre-service teachers has professional and personal outcomes, I argue the process, if present, on a teacher's presentation of classroom curriculum is valuable to high school students who are part of an increasingly global world.

METHODS

The researcher sought to describe how teachers internationalize agricultural education curriculum after participating in a global experience. The researcher conducted a qualitative study, interviewing 10 current agricultural educators who attended a short-term international experience focused on community development in Choluteca, Honduras either as a pre-service agricultural educator, or current agricultural educator. The purpose of this constructivist study is to determine how teachers internationalize agricultural education curriculum after participating in a global experience. A constructivist approach was chosen for this study because of the open-ended central research question. The constructivist world view describes the perspectives, experiences, and meaning-making processes of an individual (Creswell, 2014). The researcher attempted to understand the setting of the participants by gathering information through interaction (Creswell, 2014). The central question guiding the study is: How do agriculture teachers internationalize their curriculum? The data were collected by voice recording participants during a semi-structured interview and transcribing, as well as taking field notes and collecting teaching documents related to international agriculture, if available. To analyze the collected data required the organization and preparation of all data. Next, all of the data was carefully read to gain a general awareness of the information, and the opportunity to reflect on the overall meaning. The researcher took notes of her general data as ideas began to take shape. Afterwards, the researcher began to code the data by chunking sections of similar information across participant's interview answers and field notes. The research presented here represents a preliminary analysis of the data.

FINDINGS

Theme 1: Teachers needed external motivation such as grades or professor persuasion to initially travel abroad. However, after their first trip, the motive for participants was to return abroad and to bring their students, an internal motive.

"The reason I went to Honduras was to get credits so I could graduate on time, with the quarter semester change and the transition to central campus it was not happening. I was going to graduate in the following winter instead of the spring, therefore, I would not have a full school year and that was the main drive. [Professor] said I could do this and this and this while there. And then the more [Professor] kept talking about it, the more excited I got about it."

"Researcher: Would you go to Honduras again?"
Participant: Hopefully, and take students"
Researcher: Why do you think it would be important to take students on that trip?"
Participant: To see that there's more than just what we have to offer, you can sit there and tell it to them until they're blue in the face, but the thing is seeing it and being part of it"

Theme 2: Teachers felt the effects of culture shock and many still struggle on their journey to cultural competency. Participants spoke of witnessing poverty and experiencing gratitude with their students. However, these teachers had difficulty incorporating international agriculture as full on curricular change, referring only to examples from their experience as one-time, stereotypical events in the classroom.

"I talk about Honduras all the time in class. For example, in AFNR when we're doing our energy unit that discusses nonrenewable and renewable sources of energy, such as water vs. electric, I put up a bunch of slides from my trips to Honduras. I show them a picture of one of the homes that's made out of literally clay and sticks and I'm like, 'Do you guys think they have electricity in this home?' and they say no, 'Do you think they have air conditioning in this home?' and they say no. I'll ask them, 'They probably don't like when it gets 120 degrees do they?' So I just kind of talk about that a little bit. And then I talk about my experiences there."

Theme 3: Many teachers had a difficult time elaborating and articulating the learning outcomes of their experience and specific examples of international agriculture in their classrooms, although all mentioned talking about their experience with students.

"A lot of my students don't have the money or ability to travel abroad. They might not be exposed directly to travel abroad, but if I can bring other cultures and experiences that I am able to have, to the students in the classroom, that can make the world come to life for them, make the world not as big as it seems, make them able to relate more to people not like them. I might not teach huge units on countries, but I try to embed it in lessons."

CONCLUSIONS

The findings support several notions in the literature such as Conner and Roberts (2013), and Pence and MacGilivray (2006), who found if teachers are not globally competent, they won't prepare their students to be globally competent. Willard-Holt (2001) concluded teachers are less prone to prejudge students based on cultural background, linguistic difference, and learning disability after participating in a teaching experience abroad. In addition, these pre-service educators demonstrated a desire to become more globally aware and instill this attitude in their own students afterwards. All educators had a desire to become more aware of international agriculture and use it in their classrooms, many of them didn't know how or where to start.

RECOMMENDATIONS

From the findings the researcher recommends further research on the implementation process of curricular change to incorporate internationalized perspectives, as well as the ability of agriculture teachers to internationalize curriculum after multiple exposures to other cultures. For many educators, they had rural backgrounds and limited travel experience, making their time abroad eye-opening and full of culture shock, perhaps after the shock has worn off they would be better able to focus on the agriculture industry surrounding them. Further research could also be conducted on the cultural competency of agricultural educators and the need for training to create global classroom environments as well as culturally responsive teaching.

BIBLIOGRAPHY

Conner, N., & Roberts, T.G. (2013). Competencies and Experiences Needed by Pre–service Agricultural Educators to Teach Globalized Curricula: A Modified Delphi Study. *Journal of Agricultural Education, 54*(1), 8-17. doi: 10.5032/jae.2013.01008

Creswell, J. W. (2014). Research design: qualitative, quantitative, and mixed methods approaches. 4th ed. Thousand Oaks, California: SAGE Publications.

Foster, D. D., Rice, L. L. S., Foster, M. J., & Barrick, R. K. (2014). Preparing agricultural educators for the world: Describing global competency in agricultural teacher candidates. *Journal of Agricultural Education, 55(1*), 51-64. doi: 10.5032/jae.2014.01051

Murphrey, T. P., Lane, K., Harlin, J., & Cherry, A. L. (2016). An examination of pre-service agricultural science teachers' interest and participation in international experiences: Motivations and barriers. *Journal of Agricultural Education, 57*(1), 12-29. doi: 0.5032/jae.2016.01012

Pence, H.M., & MacGilivray, I.K. (2006). The impact of an international field experience on preservice teachers. *Teaching and Teacher Education, 24*. 14-25. doi:10.1016/j.tate.2007.01.003

Roberts, A. (2007). Global Dimensions of Schooling: Implications for Internationalizing Teacher Education. *Teacher Education Quarterly, 34*(1), 9-26. Retrieved from http://www.jstor.org/stable/23478849

Willard-Holt, C. (2001). The impact of a short-term international experience for preservice teachers. *Teaching and Teacher Education, 17*. 505-517.

ACKNOWLEDGEMENTS

I would like to thank Dr. Jamie Cano for developing my interest in the influence of education abroad on agricultural educators, Dr. Tracy Kitchel for advising my research project, Ohio agriculture teachers, and my loved ones who encouraged me along the way.

THE OHIO STATE UNIVERSITY
COLLEGE OF FOOD, AGRICULTURAL, AND ENVIRONMENTAL SCIENCES

Agriscience Education Student, Department of Agricultural Communication, Education, and Leadership, Abby Motter